

ERRATA

To: Recipients of MG-451-OSD, *Challenging Time in DOPMA: Flexible and Contemporary Military Officer Management*, by Peter Schirmer et al., 2006

From: RAND Corporation Publications Department

Date: December 2006

Re: Corrected page (p. 25), (p. 48)

On page 25, a typographical error in the first paragraph has resulted in the letter “O” being replaced by a zero in four places where it should have read “O-5” and “O-4”. This error has been corrected in the current pdf which is available [here](#) for download.

On page 48, a typographical error in Figure 4.7 has resulted in the bottom two graphs both being marked as “Scenario 5.a” but the righthand graph should be “Scenario 5.b”. This error has been corrected in the current pdf which is available [here](#) for download.

We regret the inconvenience.

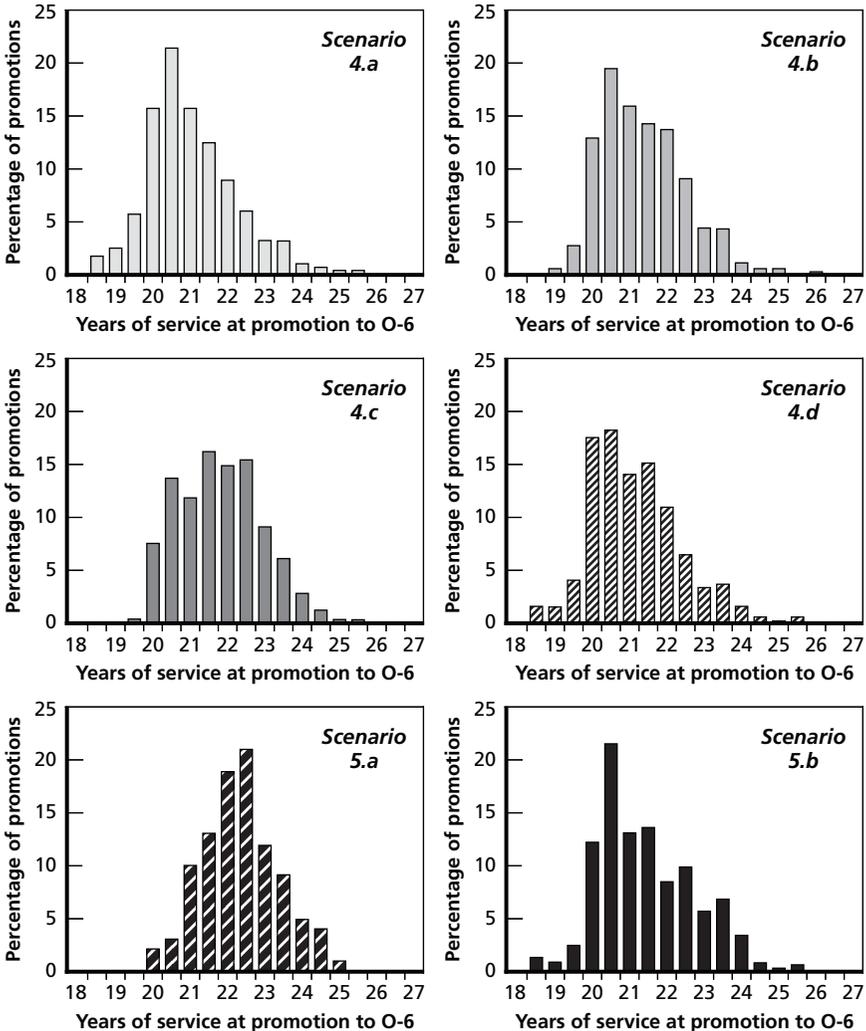
Staying with our Army Infantry example, Figure 3.3 shows how longer assignments cause officers to lose breadth of experience in any grade from which they are promoted, regardless of career length, if promotion timing does not change. In the Baseline Scenario, slightly more than half of the officers that make O-5 have three O-4 assignments (or two assignments plus Command and General Staff College [CGSC], and the rest have four assignments (or three plus CGSC). By our making assignments longer in Scenario 1 (Longer TIA), the distribution shifts to the left: About a quarter of the officers that make O-5 have only two O-4 assignments (or one plus CGSC), and the rest have three assignments (or two plus CGSC). The distribution is nearly identical in Scenario 2 (Longer TIA, TIS), in which we have also made careers longer. In other words, making careers longer did nothing to compensate for the loss of breadth with longer assignments. This is due to the fact that promotion timing did not change. The same occurs at each grade from which an officer is promoted. Officers regain the lost breadth of experience only in their final grade and once they are no longer competitive for promotion. Many officers might not even stay in the current system after it becomes clear that they will not be promoted.

The loss of breadth of experience also appears when measured in terms of collective experience. Again, Table 3.4 shows the number of Army Infantry colonels with particular assignments as O-4s and O-5s. In Scenario 2, the number of O-6s with prior experience in combinations of assignments, such as battalion XO and CTC observer/controller, is higher than in Scenario 1, but it is still far short of the Baseline.

Simply extending careers does not sufficiently compensate for the loss of breadth that comes with extended assignments. In addition, longer careers raise new complications. First, promotions decline. With a fixed number of authorizations, the promotion flow into a grade varies inversely with average time in grade.³ The reduced flow of officers into a grade does not necessarily mean reduced promotion opportunity

³ Although we did not change promotion timing, average time in grade would increase because those officers who do not get promoted would, on average, stay longer than they would in the Baseline Scenario.

Figure 4.7
Marine Corps Ground MOS Promotion Timing to O-6 with Different
Assignment Lengths and Promotion Eligibility Criteria



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at 22 or fewer YCS varies from 47 percent to 84 percent. The point is not to compare one particular scenario with another but to show that the real-world outcomes in a competency-based system will depend